



**Boroughbridge High School and King James's School Federation**

## **Guidance – Schools' Developing Performance Policy & Procedure**

Policy last reviewed	Oct 2016 (NYCC)
Policy ratified by Governors	March 2021
Next policy review due	March 2024
Due for review by Governors	March 2024
Staff Lead	HR Advisor

**Significant Revisions since last review :**

No revisions since last review.

Policy review as part of full review of HR policies under the Federation.

<b>Section</b>	<b>Contents</b>	<b>Page</b>
1	Introduction	2
2	Right to be accompanied	2
3	Identification of Performance Problems	2
4	Initial Meeting and Support Plan	2
5	Timescales	3
6	Monitoring and Support	3
7	Review Meeting	3
8	Support Mechanisms for improving Work Performance	4
9	Roles and Responsibilities	6
10	Model Letters	7
App 1	Example Support Plans	

**Guidance produced for Schools by NYHR.**

**Access:** If you require this information in an alternative format, such as large type, audio cassette or Braille, please contact NYHR.

**NOTE :** Reference to “school” in this document applies to Boroughbridge High School, King James’s School or the Boroughbridge High School and King James’s School Federation.

## **Section 1: Introduction**

This guidance accompanies and should be read in conjunction with the Developing Performance Policy and Procedure for Schools.

Each section of the guidance corresponds with the relevant section of the Developing Performance Policy and Procedure and is cross-referenced accordingly. Links are also provided to template letters and model documents to be used at relevant stages of the procedure.

This guidance has been produced both for managers and employees.

Managers are strongly advised to take advice from NYHR with regards the application of the Developing Performance Policy and Procedure and Guidance at all stages.

**Where reference is made to Manager within this policy, this could mean Headteacher/Principal, line manager, Head of Department/Faculty, School Business Manager or Governor.**

## **Section 2: Right to be accompanied**

*(Links to Policy and Procedure 3.1)*

Where employees are to be accompanied, the manager should establish the status of the person accompanying the employee before the start of the meeting. A work colleague is allowed to accompany the employee unless there is a risk that the colleague may be compromised e.g. if he/she may be required to monitor or support the employee or give information about the employee's job performance. If this is the case the employee should be asked to find a suitable alternative colleague to accompany them.

A work colleague who supports an employee will be given paid time-off to undertake this duty.

## **Section 3: Identification of Performance Problems**

*(Links to Policy and Procedure 4.1)*

The Developing Performance Procedure is a supportive process aimed at returning the employee to a sustainable level of acceptable performance. In order to inform his/her judgement on whether to instigate the Developing Performance Procedure, the manager may need to discuss the matter on a confidential basis with their own line manager and/or the HR Advisory Service.

In drafting a Support Plan, the content should relate to the Behaviour and Skills Framework/appropriate professional standards (support staff) or the Professional Standards for Teachers and should also be linked to the employee's Job Description and Person Specification. The manager should consider whether input would be helpful from anyone else e.g. a Q&I and/or specialist adviser.

## **Section 4: Initial Meeting and Support Plan**

*(Links to Policy and Procedure 4.2)*

The purpose of the initial meeting is to hold a two-way discussion concerning the employee's job performance and to agree a Support Plan to cover a defined time period.

**The manager should establish whether, in the employee's view, there are any other factors to be taken into account – e.g. working relationships, working conditions, excessive workload, effects of organisational change, work process deficiencies, personal difficulties, health problems - and clarify the issues. The manager should consider and discuss, if appropriate, whether there are any issues falling under the Equality Act 2010, e.g. disability.**

The Support Plan should cover the following: -

- i. Key issues to be addressed from the Behaviour and Skills Framework/ Teaching Standards, or other relevant standards, Job Descriptions and Person Specifications.
- ii Any weightings attached to the key issues
- iii. The behaviours the employee needs to demonstrate
- iv. The actions that need to be taken.
- v. Any additional support and/or resources needed.
- vi. The arrangements for monitoring and assessment and the timescales involved.
- vii. The success criteria for each issue.

Targets set should be SMART –

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Targets may be weighted in terms of importance. When this occurs the weighting arrangements and how these may affect the overall outcome of the process should be made clear to the employee at this stage and noted on the Support Plan.

### **Section 5: Timescales**

*(Links to Policy and Procedure 4.3)*

The length of the process should allow the employee sufficient time to receive support and demonstrate the necessary improvements without unnecessarily prolonging any detrimental effect on the provision of services.

### **Section 6: Monitoring and Support**

*(Links to Policy and Procedure 4.4)*

If an employee is absent due to sickness for a significant period during the process you should refer to the Attendance Management Policy and consult the Human Resources service.

### **Section 7: Review Meeting**

*(Links to Policy and Procedure 4.5)*

The purpose of the Review Meeting is to assess the employee's performance against the targets in the Support Plan and to reach a decision regarding how successful the employee has been in meeting those targets. Prior to reaching a conclusion, a two-way discussion should take place. If necessary, the manager may wish to take some time to consider all the information before communicating the outcome.

## **Section 8: Support Mechanisms for Improving Work Performance**

The following offers guidance on supporting staff who have been identified as under-performing in their work.

### **Be Positive**

- At the outset, express confidence in the ability of the individual to meet their targets
- Begin with an expectation of success as this should increase the employee's confidence
- Identify positive aspects of the employee's performance and consider how these can be used to support improvement in less successful areas

### **Plan Objectively**

- View the process objectively. What is the gap between the existing performance and a fully satisfactory performance? What are the key things that need to happen to 'bridge the gap'?
- Ensure that all relevant aspects of work performance are discussed at the outset (it can be demoralising to have things added to the Support Plan part-way through)
- Agree a manageable overall plan so that the employee is clear about the scope of the work required at the beginning of the process
- In order to ensure a balanced workload, realistic, achievable targets may need to be incorporated in several consecutive smaller plans so that the employee is not 'outfaced' from the beginning
- Ensure that targets and success criteria are realistic, clearly specified and SMART.
- Ensure there are a number of 'quick wins' to help build confidence
- How will progress be assessed? How will we know when the success criteria have been met? Ensure that evaluation mechanisms are as precise as possible.
- Who needs to be involved in supporting the employee? Arrange support visits before the plan is finalised. Allow time for the visits to be planned, implemented and evaluated before discussing outcomes and follow up actions
- What other resources may need to be made available to assist the employee (ensure these are sufficient to help achieve objectives)?
- How long will be needed to demonstrate the required improvement? Adequate time must be allowed for the agreed support to be given and the employee to benefit from it.
- What 'milestones' will need to be achieved along the way? Build these into the plan/timescale
- Consider each target separately in terms of the support needed even if this results in the same support mechanisms being used for several targets

### **Consult Meaningfully**

- Ascertain the employee's opinions as to the support they feel they need
- How can this be provided effectively?
- Ensure that the employee is clear about the support you have agreed to provide and when/how frequently/for how long it will be in place
- Ensure that the monitoring and assessment arrangements/timescales are defined
- Ensure that the employee is clear from the outset about the targets to be met , what the success criteria are and how they will be measured (it is important that employees are made aware of what 'success' will look like from the outset)

### **Separate Monitoring and Support**

- Ensure that different individuals are engaged in the monitoring and support aspects of the process.
- Where the employee would like a person who is monitoring their progress to also offer support, e.g. their line manager or Headteacher/Principal, then this may be possible by agreement
- Build in adequate time for discussion and evaluation following observation and visits
- Be clear about the purpose of monitoring activities i.e. how will they contribute to the assessment of progress against success criteria?
- Ensure monitoring is clearly focused upon aspects of the plan to be assessed
- Classroom observations should have a clear and known purpose and be directly related to the Support Plan.

### **Follow up each Action**

- Build in time after each observation/visit to discuss learning points and evaluate the benefits.
- Ensure any required follow up actions are agreed and noted
- Offer constructive advice and points for further development after each monitoring session

## Section 9: Roles and Responsibilities for Dealing with Developing Performance Issues

<b><u>Type of Staff Requiring Support</u></b>	<b><u>Lead Responsibility</u></b>	<b><u>Support Roles</u></b>	<b><u>Notes</u></b>
Headteacher/Principal	Chair of Governors with appropriate Adviser	HR Service Possibly other educational advisers	Seniority of support roles may depend on size/type of school Possible involvement of another senior Governor
SMT Members	Headteacher/Principal possibly with appropriate Adviser	HR Service Possibly other educational advisers	Possible involvement of Chair of Governors or another senior Governor
Teachers (Secondary School)	Head of Department	HR Service Head of Faculty Subject Adviser	General support from Headteacher/Principal or other SMT member
Teachers (Primary School)	Headteacher/Principal	HR Service Educational Adviser and/or Subject Adviser	Possible involvement of Deputy/Asst Headteacher/ KS Co-ordinator
Support Staff (Secondary School)	Line Manager	Possibly HR Service School SMT Member Possibly Specialist Adviser	General support from Headteacher/Principal /Business Manager, depending on level of post
Support Staff (Primary School)	Line Manager	Possibly HR Service Headteacher/Principal or other SMT Member Possibly Specialist Adviser	Involvement depends on size of school. In small primary schools Headteacher/Principal will be the only line manager

## 10. Model Letters

### **Model Letter 1 – Request to attend initial meeting**

Date

Dear (NAME)

Further to our recent conversation I confirm that I would like you to attend a meeting in order to discuss some aspects of your work and the measures we need to put in place in order to assist you to achieve a sustained, satisfactory standard of performance.

The meeting will be held under the School's Developing Performance Policy (a copy of which is enclosed) on DATE at TIME at VENUE. If you are not comfortable for the meeting to be held in School please let me know as soon as possible and we will seek an alternative venue.

The issues to be discussed emanate from DESCRIBE BACKGROUND. You will be provided with a draft support plan to consider in advance of the meeting. Any comments or questions you may have about the draft support plan can be discussed at the meeting.

I intend that NAME will also be present to assist the process. You are advised of your right to be accompanied by a trade union representative or work colleague at this meeting. Please let me know in advance whether you will be accompanied and, if so, by whom.

If you have any queries in advance of the meeting, please let me know as soon as possible.

Yours sincerely

NAME

Headteacher/Principal

Cc Human Resources Representative

### **Model Letter 2 – Following Initial Meeting**

Dear (NAME)

I refer to the meeting you attended on (DATE) at which we discussed the following aspects of your work performance under the School's Developing Performance Policy: -

*List areas of work performance discussed*

Following the meeting and full consideration of the points you raised I now enclose the completed version of the Support Plan. Please read this thoroughly and let me know if you have any remaining queries.



**Please include if appropriate:** As explained, I confirm that issues raised in this process may have a detrimental effect upon your incremental progression.

May I remind you that if you have any concerns at any point during this process then please let me know immediately and I will discuss them with you at my earliest convenience.

Yours sincerely

NAME

JOB TITLE

Encl: Finalised Support Plan

Cc Human Resources Representative

**Model Letter 3 – Request to attend a Review Meeting**

Dear (NAME)

In accordance with the timescale agreed previously I confirm that a review meeting will be held in order to discuss progress against the Support Plan, which was designed to assist you in addressing previously identified aspects of your work performance.

This meeting will be held under the Developing Performance Policy, a copy of which was provided to you previously.

The meeting will be held on .....(DATE) at.....(TIME)  
at.....(VENUE).

There are three potential outcomes following the assessment of your performance: -

**Either;**

1. Significant and sustained progress has been achieved, enabling the Support Plan process to cease with normal performance management continuing, **or**
2. Some significant progress has been made, enabling the process to continue for a further period of monitoring and support, followed by another review, **or**
3. No, or very little, significant progress has been made, causing the Capability Procedure to be invoked

*(Where there is a likelihood that the Capability Procedure will be invoked the following sentence should be added –*

*(It is likely that as a consequence of this review the Capability Procedure will be invoked. If this is the case then a Support Plan under the Capability Procedure will be discussed at the meeting. You are advised of your right to be accompanied by a trade union representative or*

work colleague at the review meeting. Please let me know in advance whether you will be accompanied and, if so, by whom.)

I intend that .....(NAME(s)/POST(s) should be present at the review meeting as I believe they will have a useful input to make. However, please be assured that, as far as reasonably possible, the process will be treated as confidential.

If you have any queries prior to the meeting, please let me know.

Yours sincerely

NAME

JOB TITLE

Cc Human Resources Representative

#### **Model Letter 4 – Following a Review Meeting – Successful Outcome**

Dear (NAME)

I refer to the recent review meeting held under the School's Developing Performance Policy to discuss your progress against the previously agreed Support Plan.

I am very pleased to confirm that significant and sustained progress has been demonstrated, enabling the Support Plan process to cease. Normal performance management arrangements will continue.

I would like to congratulate you on making such good progress and look forward to its continuation. Should you wish to discuss any aspect of your work with me in the future please do not hesitate to do so.

Yours sincerely

NAME

JOB TITLE

Cc Human Resources Representative

#### **Model Letter 5 – Following a Review Meeting – Partially Successful Outcome**

Dear (NAME)

I refer to the recent review meeting held under the School's Developing Performance Policy to discuss your progress against the previously agreed Support Plan.

I am pleased to confirm that you have demonstrated some significant progress, though not sufficient to bring an end to the process at this stage. Accordingly, as discussed, a further period of support and monitoring will take place, with a review on (DATE and TIME).

**Please include as appropriate:** As explained previously, I confirm that issues raised in this process may have a detrimental effect upon your incremental progression.

I enclose a copy of your revised Support Plan. As ever, if you have any comments or concerns about the process, at any time, then please contact me without delay.

Finally I should like to recognise the progress you have made to date and look forward to its continuation during the next period of monitoring and support in order to bring this matter to a satisfactory conclusion.

Yours sincerely

NAME

JOB TITLE

Encl: Revised Support Plan

Cc Human Resources Representative

### **Model Letter 6 – Following a Review Meeting – Unsuccessful Outcome**

Dear (NAME)

I refer to the recent review meeting, held under the School's Developing Performance Policy, to discuss your progress against the previously agreed Support Plan.

Following an assessment of your performance I must confirm that insufficient progress has been made and you are not meeting the standards required in your post of (JOB TITLE). Accordingly, as discussed, you will move into the Capability Procedure which will allow you a final opportunity to reach the required standards of performance.

**(Please include if appropriate** As explained previously, I confirm that issues raised in this process may have a detrimental effect upon your incremental progression).

I will contact you again shortly with the date of the first meeting under the Capability Procedure. In the meantime, if you have any comments or queries about the process please let me know immediately.

**(Please include if appropriate** Finally, may I remind you of the availability of staff support available through Health Assured, an employee assistance programme, which offers confidential counselling and support (0800 030 5182). I also advise you to contact your trade union representative without delay, if you have not already done so.

Yours sincerely

NAME

JOB TITLE

Cc Human Resources Representative

**MISSION STATEMENT:**

The budget will support the school by being reflective of the Governors' direction and School's development plan. It will be used in an efficient and effective manner by applying the principles of best value.

Policy updated January 2021

Ratified by the Board of Governors January 2021

To be reviewed January 2022 by the Director of Business Services

*Significant revisions include changes to the scheme of delegation for the Executive Finance Group and modification of reporting timetable.*